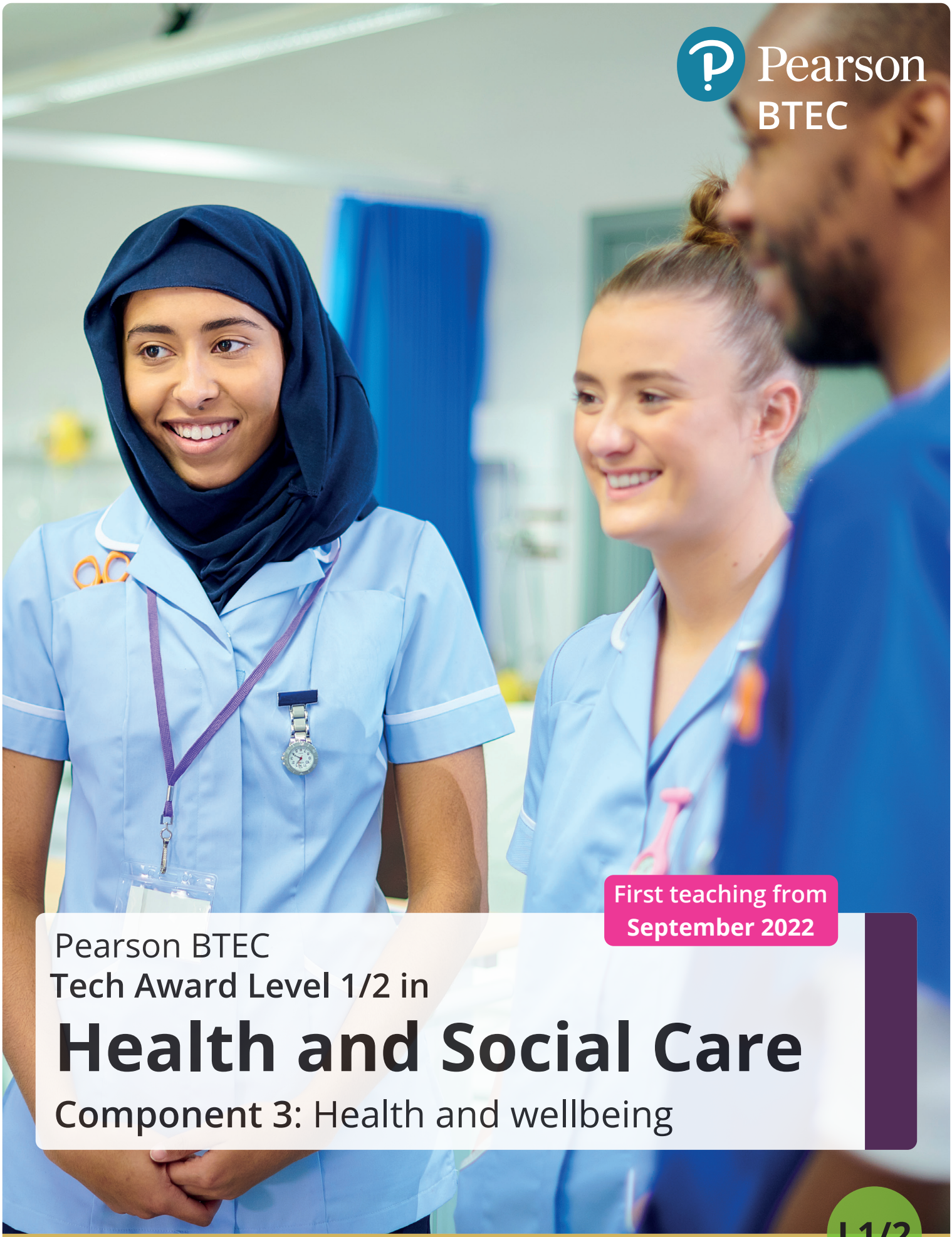

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Health and Social Care

Component 3: Health and wellbeing

L1/2

Sample Assessment Materials

First teaching from September 2022; First Certification Summer 2024

Issue 2

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Summary of Pearson BTEC Level 1/2 Tech Award in Health and Social Care Sample Assessment Materials for Component 3: Health and Wellbeing Issue 2 changes

Summary of changes made between previous issues and this current issue	**Page number**
In the *Sample mark grid* section for questions 15 and 18 the Levels 1 and 2 descriptors' wording was amended slightly for clarity.	Pages 21 and 25

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Exam paper **1**

Sample mark grid **15**

Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | | | | | | |

Learner Registration Number | | | | | | | | | |

Pearson BTEC Tech Award

Sample assessment materials for first teaching September 2022

Time 2 hours

Paper reference **XXXXX/XX**

Health and Social Care

COMPONENT 3: Health and Wellbeing

You do not need any other materials.

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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1/1

S 7 2 5 0 9 A 0 1 1 6

Pearson

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Identify **one** physical factor that can affect health and wellbeing.

☒ **A** Regular income

☒ **B** Ill health

☒ **C** Education

☒ **D** Culture

(Total for Question 1 = 1 mark)

2 State **two** negative effects that alcohol has on health and wellbeing.

1 .....

.....

2 .....

.....

(Total for Question 2 = 2 marks)

3 State **one** lifestyle factor, other than alcohol consumption, that can have an effect on health and wellbeing.

.....

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(Total for Question 3 = 1 mark)

DO NOT WRITE IN THIS AREA

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4 Identify **two** environmental factors that can affect health and wellbeing.

- ☒ **A** Physical ability
- ☒ **B** Housing needs
- ☒ **C** Gender roles
- ☒ **D** Air pollution
- ☒ **E** Work status

(Total for Question 4 = 2 marks)

5 Explain **one** negative effect of a type of pollution on an individual's health and wellbeing.

(Total for Question 5 = 2 marks)

6 Explain **two** negative effects that bullying can have on health and wellbeing.

1

2

(Total for Question 6 = 4 marks)

DO NOT WRITE IN THIS AREA
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DO NOT WRITE IN THIS AREA

7 Give **one** negative effect that divorce can have on the social wellbeing of an individual.

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(Total for Question 7 = 1 mark)

8 Explain **two** positive effects that marriage could have on the emotional wellbeing of an individual.

1 .....

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.....

.....

2 .....

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(Total for Question 8 = 4 marks)

9 State **one** negative emotional effect of bereavement on an individual.

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(Total for Question 9 = 1 mark)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

10 Explain **two** effects the death of a loved one could have on the social wellbeing of an individual.

1 .....

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2 .....

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(Total for Question 10 = 4 marks)

11 State the correct classification for a blood pressure of 120/68 mm/Hg.

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(Total for Question 11 = 1 mark)

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The practice nurse at the GP surgery informs Elizabeth that she has high blood pressure.

12 Explain **two** potential long-term risks of Elizabeth's blood pressure on her physical health.

1 .....

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2 .....

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(Total for Question 12 = 4 marks)

Elizabeth eats cake every day.

13 Explain how eating cakes every day could cause an increase in Elizabeth's blood pressure.

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(Total for Question 13 = 2 marks)

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DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

14 Identify **one** benefit of the person-centred approach for health and social care workers or services.

- ☒ **A** It improves the wages of health workers
- ☒ **B** It costs more money for health and social care services
- ☒ **C** It makes it easier for health workers to measure blood pressure
- ☒ **D** It saves time for health and social care services

(Total for Question 14 = 1 mark)

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The nurse wants to provide Elizabeth with some information and support to improve her health and wellbeing. Elizabeth has a demanding job that requires shift work, overtime and responding to emergencies. Elizabeth is well paid. She lives with one other adult.

The practice nurse suggests that Elizabeth eats a healthy diet every day.

15 Discuss how Elizabeth's circumstances could affect her ability to eat a healthy diet.

(Total for Question 15 = 6 marks)

DO NOT WRITE IN THIS AREA

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Diego is obese and this causes back pain. He has become very dependent on prescription pain killers. Diego smokes 20 cigarettes a day.

Diego has recently visited his doctor who has expressed concern about Diego's health and wellbeing.

16 (a) Complete Table 1 by:

(i) stating **three** actions that the doctor could suggest that will improve Diego's health and wellbeing

(3)

(ii) giving **three** ways these actions could improve Diego's health and wellbeing.

(3)

	Three actions	**Ways the actions could improve Diego's health and wellbeing**
1		
2		
3		

Table 1

DO NOT WRITE IN THIS AREA
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DO NOT WRITE IN THIS AREA

Diego lives alone in a 10th-floor flat. He does not like leaving his flat but does have support from a close family member and neighbour.

(b) Explain **two** ways informal support could improve the health and wellbeing of Diego.

(4)

1 .....

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.....

2 .....

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(Total for Question 16 = 10 marks)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

Mo lives alone in a house at the top of a steep hill in a small village. He has recently had knee surgery and uses a walking aid. He needs to attend weekly physiotherapy appointments at the hospital. There is a bus service once daily which stops at the hospital which is 30 miles away.

17 (a) Explain **two** barriers that could prevent Mo from improving his health and wellbeing.

(4)

1 .....

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2 .....

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DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

Mo is in a lot of pain due to his knee surgery. His alcohol consumption has always been high and he drinks daily. He relies on the local village shop for basic food supplies as the nearest supermarket is too far away.

The GP wants Mo to improve his health and wellbeing.

(b) Explain **two** obstacles that could prevent Mo from improving his health and wellbeing.

(4)

1 .....

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2 .....

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(Total for Question 17 = 8 marks)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Grace is 12 years old and has lived with her father since her mother's death three years ago.

Grace's father is planning to get re-married to a woman who has two children and they have moved into a new home together.

18 Discuss how Grace's circumstances may affect her emotional development in adolescence.

(Total for Question 18 = 6 marks)

TOTAL FOR PAPER = 60 MARKS

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Component 3: Health and Wellbeing – Sample mark scheme

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Points-Based Mark Scheme Guidance

Points-based mark schemes are made up of:

1. Mark scheme rubric:

   A mark scheme rubric instructs an examiner as to how each mark is awarded.
2. Example responses:

   These demonstrate the type of acceptable responses that a learner might provide and where each mark is awarded.
3. Additional marking guidance:

   This informs examiners about any parameters which should be applied, for example 'accept any other appropriate/alternative responses'.

Applying the points-based mark scheme guidance

Examiners should follow the mark scheme rubric and use the example responses as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response. Should learners provide answers that meet the rubric but in an alternative order, credit should be given.

Levels-Based Mark Scheme Guidance

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts:

1. Indicative content:

   Indicative content reflects content-related points that a learner might make but is not an exhaustive list. Nor is it a model answer. Learners may make some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response.

2. Levels-based descriptors:

   Each level is made up of a number of traits which when combined together articulate the quality of response that a learner needs to demonstrate. The traits progress across the levels to demonstrate the different expectations of each level. When using a levels-based mark scheme, the 'best fit' approach should be used.

Applying the levels-based descriptors

Examiners should take a 'best fit' approach to determining the mark.

- Examiners should first make a holistic judgement on which level most closely matches the learner's response. Learners will be placed in the level that best describes their answer. Answers can display characteristics from more than one level, and where this happens markers must use any additional guidance (for example weighting of traits) and their professional judgement to decide which level is most appropriate.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all traits are displayed at that level:
  - marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
  - where the response does not securely meet all traits, the marks should be awarded based on how closely the descriptor has been met.

Question Number	Answer	Mark
1	Award **one** mark for the correct response. B – Ill health	(1)

Question Number	Answer	Mark
2	Award up to **two** marks for two negative effects of alcohol on health and wellbeing. ● Weight gain. (1) ● Type 2 diabetes. (1) ● Cardiovascular disease. (1) Effects can be physical, intellectual, emotional or social and both answers can come from the same category. Accept any other appropriate response.	(2)

Question Number	Answer	Mark
3	Award **one** mark for any of the following: ● nutrition (1) ● exercise. (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
4	Award **one** mark for each correct response up to a maximum of **two** marks. B – Housing needs (1) D – Air pollution (1)	(2)

Question Number	Answer	Mark
5	Award **one** mark for a type of noise pollution and a further **one** mark for a linked expansion of how it can affect health and wellbeing, up to a maximum of **two** marks. • Sleep disturbance (1) as a result of traffic. (1) • Noise-induced hearing loss (1) as a result of working in a loud factory. (1) • Cardiovascular disease (1) as a result of living next to an airport. (1) • Stress (1) as a result of living next to noisy neighbours. (1) Accept any other appropriate response. Expansions may be interchangeable.	(2)

Question Number	Answer	Mark
6	Award **one** mark for correctly identifying a negative effect and a further **one** mark for a linked expansion, up to a maximum of **four** marks. • Reduced self-esteem (1) as made to feel worthless (1) • Injury (1) as bullying may include physical abuse (1) • Self-harm (1) as coping mechanism (1) • Anxiety (1) as may be fearful of the bullies (1) Accept any other appropriate response. Expansions may be interchangeable. Can only be awarded once if appropriate.	(4)

Question Number	Answer	Mark
7	Award **one** mark for outlining one way that divorce can affect the social wellbeing of an individual. • May lead to loss of friends (1) • Can decrease sense of belonging/lead to social exclusion (1) • Can decrease the number of supportive relationships (1) • Can decrease opportunities to socialise (1) Answers may be the inverse of the above, e.g. opportunities to gain new friends. Accept any other appropriate response. Can be positive or negative.	(1)

Question Number	Answer	Mark
8	Award **one** mark to be given for correctly identifying a way in which marriage can affect the emotional wellbeing of an individual and **one** further mark for a linked expansion, up to a maximum of **four** marks. • Increased sense of security (1) as they have a life partner that brings financial/emotional stability (1) • Increased sense of contentment (1) as they have an intimate partner to love (1) • Feelings of happiness/pride (1) as they have reached a significant milestone of adult life (1) Accept any other appropriate response. Expansions may be interchangeable. Can only be awarded once if appropriate.	(4)

Question Number	Answer	Mark
9	Award **one** mark available for any appropriate negative emotional effect of bereavement. • Grief (1) • Anxiety (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
10	Award **one** mark to be given for correctly identifying a social effect on an individual of the death of a loved one and **one** further mark for a linked expansion, up to a maximum of **four** marks. • Social isolation (1) as it is too painful to be around other people/they no longer find any joy in going out (1) • Exclusion from social occasions (1) because others may not know how to talk to them/may feel uncomfortable around them because death and dying is a taboo subject (1) • May rely on supportive relationships more (1) to help them cope with their feelings (1) • May lose friends (1) as this can be a testing time for relationships (1) • Relationships may intensify/improve (1) as people come together to share their grief (1) Accept any other appropriate response. Can be positive or negative. Expansions may be interchangeable. Can only be awarded once if appropriate.	(4)

Question Number	Answer	Mark
11	Award **one** mark to be given for ideal/normal blood pressure.	(1)

Question Number	Answer	Mark
12	Award **one** mark to be given for correctly identifying one potential long-term risk and one further mark for a linked expansion, up to a maximum of **four** marks. • Increased risk of stroke (1) due to damage to the blood vessels (1) • Increased risk of heart attack (1) as arteries harden and thicken (1) • Increased risk of vascular dementia (1) as damages small blood vessels in the brain (1) Accept any other appropriate response. Expansions may be interchangeable. Can only be awarded once if appropriate.	(4)

Question Number	Answer	Mark
13	Award **one** mark for how eating cake daily will affect Elizabeth's blood pressure and a further **one** mark for a linked expansion, up to a maximum of **two** marks. • Bad cholesterol will increase and she will have fatty deposits in arteries (atherosclerosis) (1) due to a high fat diet (1) • She will have increased body weight (1) due to a high sugar diet (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
14	Award **one** mark for the correct response. D – It saves time for health and social care services	(1)

Question Number	Answer	Mark
15 Synoptic question	Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content, but learners should be rewarded for other relevant answers. Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and level descriptors below. **Indicative content** ● As she works long hours, she may struggle to prepare healthy meals ● She has a well-paid job, she may be able to afford to buy healthy, pre-prepared meals ● As she may not have set times for eating meals, she could prepare her meals in advance ● She may have access to a canteen at work, she could select the healthier meals ● The adult she lives with may be willing to share cooking, they could take it in turns to prepare healthy meals ● The other adult she lives with may have a demanding job also and have limited time to share cooking responsibilities ● Responding to emergencies may disrupt her eating pattern and she may have to rely on convenience foods ● She may not be able to go food shopping because of her unpredictable working pattern ● Because of her availability, when she goes to the canteen, she may not have access to the healthy options.	(6)

Level	Marks	Descriptor
	0	No rewardable content
1	1–2	● Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. ● Few of the points made will be relevant to the context in the question. ● Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
2	3–4	● Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. ● Some of the points made will be relevant to the context in the question, but the link will not always be clear. ● Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.

3	5–6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Question Number	Answer	Mark
16 a)	Award **one** mark for correctly identifying a recommended action that considers Diego's needs and circumstances and **one** further mark for a linked expansion, up to a maximum of **six** marks. (i) Stating **three** actions that the doctor could suggest that will improve Diego's health and wellbeing. • To follow a personalised diet plan (1) • To take up a physical activity (1) • To seek professional support from a physiotherapist/ massage therapist/addiction specialist (1) • To get professional support to quit smoking (1) (ii) Ways the actions could improve Diego's health and wellbeing. • To reduce his weight/risk of type 2 diabetes (1) • To help Diego to become more mobile or flexible/reducing his risk of joint pain/increase his cardiovascular fitness/reduce his risk of cardiovascular diseases (1) • To reduce his dependence on prescription painkillers (1) • To reduce his risk of lung cancer (1) Accept any other appropriate response that shows a consideration of Diego's needs and circumstances. Expansions may be interchangeable. Can only be awarded once if appropriate.	(6)

Question Number	Answer	Mark
16 b)	Award **one** mark for correctly identifying one way informal support could improve Diego's health and wellbeing and **one** further mark for a linked expansion that explains how this support will help Diego, up to a maximum of **four** marks. • Can provide practical support (1) such as doing exercise with him/shopping for nutritious food (1) • Increase social interaction/improve his mood (1) as he lives alone (1) • Can receive support from someone with an understanding of family background (1) which may improve his confidence (1) • Can support him by not offering him unhealthy food/cigarettes so he is not tempted (1) which may motivate him to not engage in unhealthy behaviours (1) • Could provide moral support such as attending appointments with specialists (1) which may encourage him/motivate him/give him confidence to attend (1) Accept any other appropriate response that shows a consideration of Diego's needs, wishes and circumstances.	(4)

Question Number	Answer	Mark
17 a)	Award **one** mark to be given for correctly identifying one barrier that may prevent Mo from improving his health and wellbeing and **one** further mark for a linked expansion, up to a maximum of **four** marks. The answer must show a consideration of Mo's needs, wishes and circumstances. Physical barrier • Knee surgery (1) which may mean he will struggle to get to the bus stop/get to the hospital (1) Geographical barrier • Irregular bus service (1) which may mean it does not correspond to his appointment times (1) • Hospital not based locally (1) which means he has to travel a long way for follow-up medical care (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
17 b)	Award **one** mark to be given for correctly identifying one obstacle that may prevent Mo from improving his health and wellbeing and **one** further mark for a linked expansion, up to a maximum of **four** marks. The answer must show a consideration of Mo's needs, wishes and circumstances. Emotional/psychological: • he may be reluctant/make excuses not to do the exercises he has been given to improve his health and wellbeing (1) due to pain (1) Availability of resources: • cannot access local resources easily (1) which may make it easier to carry on eating unhealthy foods or not change his habits (1) Other factors specific to individual: • possible alcohol addiction as drinking alcohol daily (1) could make it very difficult/reluctant to stop and may cause withdrawal symptoms/craving (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
18 Synoptic question	Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content, but learners should be rewarded for other relevant answers. Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. **Indicative content** ● She might feel that her bond/attachment with her father is threatened because he has a new intimate relationship ● She might form a strong bond/attachment with her stepmother ● She might become upset that her mother has been replaced ● She might feel renewed sadness at her mother's death ● Her self-esteem may improve because she has a female role model ● She may feel more secure with two parents ● She might have to share a bedroom/have less space to herself, this might affect her self-concept (self-image/self-esteem) ● She might experience increased happiness/contentment because she will have two new siblings	(6)

Level	Marks	Descriptor
	0	No rewardable content
1	1–2	● Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. ● Few of the points made will be relevant to the context in the question. ● Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
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